NURSING (NURS)

NURS 201 - Emergency Response to Japan's Great East Earthquake & Tsunami (3 Hours)
Japan's 3.11 complex disaster of two natural and a man-made disaster is a unique opportunity for students across multiple majors to explore the emergency and disaster response and subsequent changes in governmental, structural, and health-related responses in preparation for future disasters. During the first portion of the course at R-MC, students will have an opportunity to develop a broad understanding of the 3.11 disaster and explore the Virginia disaster response systems through field trips to Virginia Department of Emergency Management Operation Center and with the Virginia Department of Health state planning disaster coordinator. In Japan, students will explore historically substantial disasters with opportunities to hear first-hand accounts of those who lived through the Hiroshima bombing and 3.11. Students will analyze infrastructure changes to disaster preparedness through discussions with leaders from various responding organizations (police, fire, emergency operations center, health professionals). The course provides the opportunity to compare and contrast the strengths and challenges of the emergency response preparedness and systems of the U.S. and Japan with the goal of instilling a commitment to involvement and/or support of regional disaster responses.
Curriculum: EL,GE,NW,SS

NURS 210 - Walking in the Footsteps of Florence Nightingale (3 Hours)
This course will explore the origins of the nursing profession by engaging in the study of the historical, social, and cultural dimensions of 19th-century England. Walking in Florence Nightingale's footsteps, students will explore her pioneering vision in developing the discipline of nursing. The legacy of Nightingale will be analyzed from a feminist lens and related to contemporary nursing practice. Students are strongly encouraged to take the companion course traveling concurrently to London, NUIP 200.
Curriculum: EL,GE,SS

NURS 300 - Health Assessment (2 Hours)
This course introduces the concepts of health assessment, health promotion, and growth and development across the lifespan. Using a systems-based approach, students will develop beginning competencies in holistic psychosocial and physical assessment as well as patient teaching. Concepts of culture, spirituality, patient-centered care, and health-illness will be explored. The student will develop beginning competencies in clinical techniques and clinical judgment while conducting health histories and physical examinations. Two hours. Staff.
Prerequisite(s): BIOL 251, NUIP 115

Corequisite(s): BIOL 252, NURS 330

NURS 310 - Professionalism and Practice I (1 Hour)
This course is the first course in a professional role formation series that provides an introduction to nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will emphasize principles of communication, conflict resolution, and principles of leadership. One hour.
Prerequisite(s): NURS 300, NURS 330

Corequisite(s): NUIP 315, NURS 340, NURS 350

NURS 320 - Professionalism and Practice II (1 Hour)
This course is the second course in a professional role formation series that builds upon the introduction to nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will focus on regulatory elements of health policy and nursing ethics. One hour.
Prerequisite(s): NURS 310

Corequisite(s): NUIP 325, NURS 360, NURS 370

Curriculum: OC

NURS 330 - Fundamentals of Nursing (4 Hours)
This course provides the foundation to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. The student will learn central concepts derived from theoretical frameworks that inform the art and science of nursing. An introduction is provided to the concepts of client needs, safety, clinical judgment, professional comportment, and cultural humility. This course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs while focusing on person-centered care. Key nursing attributes such as teamwork, evidence-based practice, professionalism, and caring will be incorporated. Four hours (2 lecture, 2 clinical/lab). Staff.
Prerequisite(s): BIOL 251, NUIP 115

Corequisite(s): BIOL 252, NURS 300

NURS 340 - Epidemiology and Population Health (3 Hours)
This course introduces the conceptual and scientific frameworks of population health. The course integrates health promotion, risk reduction, and disease prevention across the lifespan in a range of local and global interdisciplinary settings. Population assessment and epidemiological methods are introduced. Health disparities, vulnerability, social determinants of health, social justice, and moral agency are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care to meet the prevention health needs of individuals, families, and populations. Competencies in population assessment and evidence based interventions aimed at health promotion, risk reduction, and disease prevention are emphasized. The student will learn of emerging health concerns due to infectious disease, as well as natural and man-made disasters that affect populations. Three hours.
Prerequisite(s): MATH 111 or MATH 113 and NURS 300, NURS 330

NURS 350 - Adult Medical-Surgical Nursing I (5 Hours)
This course begins the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course integrates the clinical sciences, social sciences, humanities, and the arts with nursing-specific concepts to facilitate the student delivering holistic, person-centered care. Care of the older adult and principles of gerontology will be specifically considered in this course. Competencies include an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, teamwork, and clinical judgment will be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab).
Prerequisite(s): NURS 300, NURS 330

Corequisite(s): NUIP 315, NURS 310, NURS 340

NURS 360 - Adult Medical-Surgical Nursing II (5 Hours)
This course continues the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course draws on competencies from students' liberal arts education and knowledge gained in Adult Medical-Surgical Nursing I to support the development of competent nurses who deliver holistic, person-centered care. Competencies include an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning will continue to be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab). Staff.
Prerequisite(s): NUIP 315, NURS 340, NURS 350

Corequisite(s): NUIP 325, NURS 320, NURS 370

NURS 370 - Women's Health and Childbearing Families (3 Hours)
This course focuses on evidence-based nursing care of childbearing families. A holistic, family-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of child-bearing families. Integrated throughout the course are social, genetic, cultural, religious, relationship, economic, and environmental influences on childbearing family health and health promotion. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of childbearing families within a framework of interprofessional collaboration. Three hours (2 lecture, 1 clinical/lab). Staff.
Prerequisite(s): NUIP 315, NURS 310, NURS 340, NURS 350

Corequisite(s): NUIP 325, NURS 320, NURS 360

NURS 381 - Special Topics in Nursing (3 Hours)
These courses focus on areas of nursing not specifically covered in the general curriculum and are designed to meet the needs of advanced students. Three hours each. Staff.

NURS 410 - Professionalism and Practice III (1 Hour)
This course is the third course in a professional role formation series that expands upon the nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course emphasizes the use of scientific evidence in nursing practice, the use of systematic scholarly inquiry and analytical skills, and professional comportment. One hour. Staff.
Prerequisite(s): NURS 320

Corequisite(s): NURS 420, NURS 430, NURS 440

NURS 420 - Psychiatric and Mental Health Nursing (3 Hours)
This course focuses on evidence-based nursing care appropriate for managing clients with psychiatric and mental health conditions. A holistic, person-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of individuals with mental health and psychiatric conditions. Integrated throughout the course are family, social, genetic, cultural, religious, economic, and environmental influences on mental health. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of individuals' mental health within a framework of interprofessional collaboration. Three hours.
Prerequisite(s): NUIP 325, NURS 360, NURS 370

Corequisite(s): NURS 410, NURS 430, NURS 440

NURS 430 - Nursing Care of Children and Families (3 Hours)
This course focuses on evidence-based nursing care of children. A holistic, family-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of children and their families. Integrated throughout the course are family, social, genetic, cultural, religious, economic, and environmental influences on child health and health promotion. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of children and families within a framework of interprofessional collaboration. Three hours (2 lecture, 1 clinical/lab). Staff.
Prerequisite(s): NUIP 325, NURS 320, NURS 360, NURS 370

Corequisite(s): NURS 410, NURS 420, NURS 440

NURS 440 - Adult Medical-Surgical Nursing III (5 Hours)
This course builds on the knowledge, critical thinking, clinical reasoning, and clinical judgment developed in Adult Medical-Surgical Nursing I/II to care for adults and their families experiencing complex, multisystem acute and chronic health problems. Concepts of end of life and palliative care will be explored in this course. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high-quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, teamwork, and clinical judgment will continue to be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab).
Prerequisite(s): NUIP 325, NURS 360

Corequisite(s): NURS 420, NURS 430

NURS 465 - Transition to Professional Nursing Practices (4 Hours)
This course explores the challenges and opportunities associated with transition to practice. The role and professional identity of the nurse is analyzed. Students engage in NCLEX-RN preparation with emphasis on clinical judgment and synthesis of knowledge, skills, and attitudes for achievement of program competencies.
Prerequisite(s): NURS 410, NURS 420, NURS 430, NURS 440

NURS 470 - Nursing Capstone (4 Hours)
This course provides the nursing student with an opportunity to synthesize, expand, and refine nursing concepts, and clinical judgment competencies. Through intensive clinical experience completed in healthcare settings, the student will focus on person-centered nursing care, evaluation of the interventions used to restore and/or optimize health, and use of evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing. Four hours (4 clinical/lab).
Prerequisite(s): NURS 410, NURS 420, NURS 430, NURS 440

Corequisite(s): NURS 465

Curriculum: CS,EL

NURS 490 - Capstone Project (4 Hours)
This course involves completing a culminating quality improvement project. Integration, expansion, and application of knowledge, competencies, and skills accumulated through clinical experiences are directed to real world problems in health care. The project will be selected by the student in consultation with faculty and a health care system partner. Completion of the project is based on the Institute for Healthcare Improvement model for quality improvement and guided by evidence. Leadership, communication, systems, and quality/safety competencies are integrated into the project process.
Prerequisite(s): NURS 410, NURS 420, NURS 430, NURS 440

Curriculum: CC

NURS 496 - Senior Project (3 Hours)
Senior majors may with departmental approval undertake a substantial research project in some area of Nursing. Student earns a total of six hours for the full senior project experience (496, 497, and 498).

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NURS 498 - Senior Project (3 Hours)
Senior majors may with departmental approval undertake a substantial research project in some area of Nursing. Student earns a total of six hours for the full senior project experience (496, 497, and 498).